

## **EDITOR IN CHIEF**

Written Language Skills and Critical Thinking

### **Game Instructions**

The instructions for playing Editor in Chief are under the Help menu. When the Instructions window is active, you can print any topic by selecting Print Topic (Windows/NT) or Print (Macintosh) under the File menu.

### **Game Description**

Editor in Chief provides practice and reinforcement in editing for capitalization, grammar, spelling, vocabulary, usage (issues involving composition and agreement between parts of speech), and content (discrepancy between caption/illustration and text). Editor in Chief contains over 30 written accounts that have been sequenced from easier to more difficult. There are 3 levels of play: beginning, intermediate, and advanced. At each level, users must find all the grammar, punctuation, and usage errors in each story. At the intermediate and advanced levels, the user must also edit each story for content errors so that it agrees with its illustration and caption.

To correct a story, the user highlights an error and finds the rule that has been broken; after the user selects the correct rule, the computer automatically corrects the error. When all errors have been fixed, the user may play the reward game, Editor at Large!, in which he or she shoots misspelled words with a pencil icon.

### **Teaching Information**

Editor in Chief emphasizes critical thinking in conjunction with learning and reinforcement of the rules of English usage, grammar, punctuation, capitalization, spelling, and vocabulary.

In dealing with English, an argument can often be made for the validity of an alternative correction or rule. Therefore, the student must use the context of the problem in choosing the best alternative. The program may be used as a starting point for discussion.

Editor in Chief can promote complex critical thinking in conjunction with analysis and reinforcement of the syntax of written English. In its simplest form, Editor in Chief can also be used as a learning/reinforcing tool as students click through the story using the Hint button to see the answers; hinting can also be used as a quick demonstration of navigating the program.

When assigning Editor in Chief, emphasize to your students that they should begin with the first stories listed in the document selection menu. Starting with the easier problems will give students a chance to learn the ropes before tackling the more difficult stories. Also, remember that students will find the program more interesting and rewarding when done in short time periods (15 to 30 minutes).

### Educational Goals/Objectives

Editor in Chief challenges students to apply both their language usage skills and their critical thinking skills. Students read critically and use analytical reasoning to ensure consistency (within the story and between the story and its illustration/caption) and to identify rules of capitalization, grammar, spelling, vocabulary, and usage. Organizational and sequencing skills are also required.

Objective: Given an incorrect text block, an errorless caption, and an errorless illustration, the student will identify an error in the text and then identify the language rule that has been violated. Identification is achieved by using the mouse to click

- (1) on the error in the article (to highlight the error field),
- (2) on hyper-linked text in the Rules window (to locate the applicable rule), and
- (3) on the rule button (to activate automatic correction of error).

Copyright 1997 Critical Thinking Books & Software  
P.O. Box 448, Pacific Grove, CA 93950-0448 800-458-4849